

UNIV 2002 GLOBAL ISSUES
SPRING 2017 | Room TBA | Section TBA | Time TBA

Instructor: James Gifford Email: gifford@fdu.edu
Phone: 1-604-648-4476 Skype: prof.gifford
Hours: Monday 10:00-10:50 Office: 118



CATALOGUE DESCRIPTION

Students develop essential aspects of critical thinking and apply those skills in evaluating international systems, environmental issues, and human rights questions. Not only will this course demonstrate the global dimensions of crucial contemporary issues, it will also develop the relational thinking that students will be expected to exercise in other academic contexts and throughout the rest of their personal and professional lives. In other words, this course is as much about how to study and think about global problems and relationships as it is a course about specific global issues.

COURSE DESCRIPTION

In the framework of focusing on the self, the community, and the global world, UNIV 2002 is divided into three units: Sustainability, Human Rights, & Peace/Conflict. Each unit covers six themes: money & power, gender identity, inclusion/exclusion, differences & similarities, space/place, and Culture/culture.

The focus on Sustainability is a mandatory unit. Your instructor may address the other two units or choose to focus on a specialized theme that includes the critical objectives & themes of the course.

COURSE OBJECTIVES

The overall objective of this course focusing on global issues is for students to recognize the interdependence of the individual and the community in creating the challenges and opportunities in a global society through the examination of sustainability, human rights, and peace & conflict. Specifically, students will

- Understand the economic forces that create the environment for each individual.
- Acknowledge the role of gender and its impact on the social & economic environment.
- Demonstrate an understanding of the differences between economic & ecological sustainability in developing and developed countries.
- Explain the role of institutions and networks in improving, inhibiting, or fostering sustainability.
- Integrate the fundamental themes of the course and demonstrate an application to global issues.

ACADEMIC INTEGRITY POLICY

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. For details, consult the academic integrity policy online. This link offers the complete details of Fairleigh Dickinson University's [Academic Integrity Policy](#). All students are required to read the policy and familiarize themselves with expected sanctions. The information is also available in the University's Undergraduate Bulletin, the FDU Student Handbook or online at the FDU website.

DISABILITY STATEMENT

Fairleigh Dickinson University adheres to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Any student with documented medical, psychological or learning disabilities who feels he/she may need in-class academic adjustments, reasonable modifications and/or auxiliary aids and services while taking this course, should first contact the Associate Provost at 201-692-2477 (Metropolitan Campus) or 973-443-8079 (Florham Park Campus). Once the academic adjustments, modifications or auxiliary aids and services are approved, make an appointment to see the

professor. All materials required for the course are accessible to individuals with sensory disabilities

REQUIRED TEXTS

Coursepack for UNIV 2002.

ATTENDANCE POLICY

Students are expected to attend all classes, both because of the pace and amount of material in the course, and also because of the classroom interaction and activities which are vital to the structure of the course. In the case of absence, you are responsible for the material covered and to turn in any required assignments on time.

Makeup quizzes/exams will only be given for valid reasons (illness, emergency, etc.) and with proper documentation. Unexcused absences may result in a loss of grades and may contravene the terms of visas for international students.

GRADING SYSTEM

Grade	Percentage	GPA
A	93 – 100	4.00
A-	90 – 92.9	3.67
B+	87 – 89.9	3.33
B	83 – 86.9	3.00
B-	80 – 82.9	2.67
C+	77 – 79.9	2.33
C	73 – 76.9	2.00
C-	70 – 72.9	1.67
D	60 – 69.9	1.00
F	0 – 59.9	0.00
Incomplete (I) can be awarded in special cases. University policy must be followed.		

UNIV 2002 GLOBAL ISSUES

Course Schedule

SESSION	TOPIC	READINGS	ASSIGNMENTS & RESOURCES
Week 1	UNIT 1: Sustainability Introduction to Global Issues Powerpoint of “Introducing Sustainability” (in Dropbox) What is “sustainability” in a global context? Introducing Sustainability & United Nations Sustainable Development Agenda 2015–2030 (these should permeate the Module as a whole) The role of values, purpose, and ethics in sustainability	Smallman & Brown “Introduction” to <i>Introduction to International & Global Studies</i> Pre- or in-class reading: Eight Key Questions used to evaluate ethical dimensions: fairness; outcomes; responsibility; character; liberty; empathy; authority; & rights.	Assigned reading Small group discussion: <i>What are the meanings of “sustainability” and “globalization” to you</i> In-Class exercise on 8 key questions (TBD) Resources: Beam “Critical Thinking, Inductive Logic, & Probability” Beam “Fallacies” Hall “Argument and Persuasion” (in Dropbox) Hoffman “Introduction: Finding Purpose” John “Is it a Puzzle or a Mystery?”
Week 2	Sustainability: Causes & Effects What is “globalization?” How is it related to sustainability? United Nations “17 Sustainable Development Goals” Refinement of concepts in relation to UN Sustainable Development Agenda. (Include health care, nutrition, mental health, food security, poverty, urban planning, etc.)	United Nations “17 Sustainable Development Goals” Lubin & Esty “The Sustainability Imperative”	Select at least 3 UN SDGs and show how their causes and effects inter-relate. (small group/solo exercise depending on class size) Out of class assignments “The Story of Stuff” (video) Query: What role does “consumerism” play in sustainability? “Ecological Footprint

			<p>Quiz” (requires Flash) Query: How many planets do you use? Report in class (mini-presentation).</p> <p>Resources (recommended for business majors) “Flourishing Forever: Interview with John Ehrenfeld”</p>
Week 3	<p>A Deeper Look at the SDGs</p> <p>From sustainability concepts to action</p>	<p>United Nations “17 Sustainable Development Goals” (cont’d)</p> <p>Alnoor “Sustainable Development Goals” (or instructor-determined resources)</p> <p><u>Instructor-chosen</u> entries from <i>Encyclopedia of Global Studies</i> (suggested list below) (Suggested entries) “Gay Rights” “Indigenous Peoples’ Rights” “Peace” “Urbanization” “Diseases” “Bretton Woods” “International Monetary Fund”</p>	<p>Discussion Questions (seminar or group work):</p> <p>How may money and power have influenced the SDG poverty-reduction goals in questionable ways? What actions could/should FDU take to further the SDG goals? What actions could you take to further SDG goals?</p> <p>Mini-presentations (solo or group): Give a 5 minute presentation on your (group’s) <i>Encyclopedia of Global Studies</i> entry (Instructors should modify this list to best suit student group, customization, & areas of expertise)</p>
Week 4	<p>Commerce & Climate Change</p> <p>Institutions/Networks</p> <p>Money/Power</p>	<p>Parker “Aramco’s Frontier Story: The Arabian American Oil Company and Creative Mapping in Postwar Saudi Arabia”</p> <p><i>Commanding Heights: The Battle for the World</i></p>	<p>Case study assignment: (seminar or group work): How do geography (space), politics (power), economics (money), institutions, culture, and the environmental</p>

		<i>Economy</i> (video) <i>Botany of Desire</i> (video)	play a role in the Parker reading? Resources: Gladwell “Blowing Up”
Week 5	Borders, Transport, & Migration Inclusion/Exclusion Space/Place	Marriott & Minio-Paluello “The Political and Material Landscape of European Energy Distribution” <i>Guns, Germs & Steel</i> (video): Part III — OPTION — Crosby “Prologue” <i>Ecological Imperialism</i> (coursepack) Visual examples of ecological change, <i>National Geographic</i>	Reaction paper: What are the meanings of “sustainability” and “globalization” to you, both personally and in the context of your family history. This may focus on students’ personal sustainability goals & their implications.
Week 6	UNIT 2: Human Rights Ethics & Human Rights Differences/Similarities Gender/Identity	Youth For Human Rights (video) Posner “Against Human Rights”	Take home midterm focused on integrative questions from this unit. Instructors specify expectations for a take home exam as opposed to in-class work. UN Declaration of Human Rights
Week 7	Human Rights in Historical Perspectives Differences/Similarities Gender/Identity	Tutu “Nobel Lecture” Malcom X “The Ballot or the Bullet” King “I Have a Dream” Anthony “Woman Suffrage” Roy “The Doctor & the Saint”	Return of midterm examination
Week 8	Human Rights & Gender Identity Ethics and Human Rights	UNICEF “Gender, Education & Peace Building Brief”	

		<p>Amnesty International “Making Love a Crime”</p> <p><i>NY Times</i> articles on gender & sexual identity (additional readings to be furnished by instructor): Abouzeid “Out of Sight” Filkins “Women With Guns”</p> <p><i>Loving v. Virginia</i></p>	
Week 9	<p>Human Rights & Economic Disparity</p> <p>Focusing on Human Rights & Economic Disparity</p> <p>Another focus area could be pros & cons of the death penalty</p>	<p>Carney “Blood, Bones & Organs” http://tinyurl.com/zaje4rv</p> <p>Walter Mosley “The Trial” (coursepack)</p> <p>Le Guin “The Ones Who Walk Away From Omelas” (coursepack)</p> <p>Bennett “Through Ecofeminist Eyes”</p>	<p>Reaction/reflection paper on the impact of topics study in 25 years from now. What can we do globally as individuals or communities to be sustainable?</p> <p>Instructor resources: Gifford “Study Guide on Le Guin” (Dropbox)</p> <p>Sargent “The Red Market” (instructor resource for Carney text)</p>
Week 10	<p>UNIT 3: Peace & Conflict</p> <p>War & Peace</p>	<p>Brunk “Shaping a Vision: The Nature of Peace Studies” (coursepack)</p> <p><i>The Strangest Dream</i> (video)</p> <p>Explore Pugwash website</p>	
Week 11	War & Peace	<p>Hedges “Introduction” <i>War is a Force that Gives Us Meaning</i></p> <p>Saliba “Women, War & Human Rights” podcast</p> <p><i>Force More Powerful</i> (video)</p>	

		—option— <i>Confronting the Truth</i> (video)	
Week 12	Contextualizing Conflict & Seeking Reconciliation Truth & Reconciliation in Chile	Roy “Come September” Allende “My Invented Country” Explore the Chilean TRC report (pp. 6–17)	
Week 13	Truth & Reconciliation in South Africa	Caprio “My Time With Mandela” (pp. 18–27) Explore TRC website Williams “Legitimacy & Effectiveness of a Grassroots TRC” White “Scourge of Racism: Genocide in Rwanda”	<i>An Additional Resource to Teaching the TRC</i>
Week 14	Truth & Reconciliation in Canada	TRC of Canada “Preface” & “Introduction” (pp. v– vi & 1–22, in Dropbox) —&/or— <i>What We Have Learned: Principles of Truth & Reconciliation</i> (instructor-chosen excerpts) Explore TRC website Hirsch & MacKenzie “Measuring the Impacts of Truth & Reconciliation Commissions”	Supplemental videos (via NFB): “Kainayssini Imanistaisiwa: The People Go On” (video) “Standing Alone” (video) “Round Up” (video)
Week 15	Final Exam/Experience/Artifact		Instructor choice of a final exam, a paper, or a presentation from research assignment with a short paper.

UNIVERSITY CORE PROGRAM | Matrix

UNIV 2001 and 2002 are built around a matrix of themes and units. Each course covers THREE central units as they relate to SIX recurring themes across each unit. These are displayed below in a grid for clarity, but individual works in a course may connect across one or more cells in the grid (for example, Helen Watson's *Women in the City of the Dead* may relate to a cell in which the theme of "Gender" and the unit on "Faith" coincide as well as "Money/Power" and faith even though it is primarily presented in relation to the mandatory unit on "Work").

When preparing an instructor-determined unit, you should ensure the thematic content for your specialized section fulfills these requirements. This may mean a slightly different emphasis on some material from the mandatory unit for each course in order to show how it relates to other intersections between units & themes.

UNIV 2001

Units are on the vertical column and themes across the horizontal. Course contents and projects may meet these intersections in a number of ways, and individual works or projects may fulfill the requirements of several intersections. The first unit "Work" is mandatory as a common set of contents across all sections and provides a connection to students' learning outcomes from UNIV 1002.

	Money/ Power	Gender/ Identity	Space/ Place	Differences/ Similarities	Institutions/ Networks	Inclusion/ Exclusion
Work						
Faith, Spirituality & Justice						
Culture/ culture						

UNIV 2002

Units are on the vertical column and themes across the horizontal. Course contents and projects may fulfill the requirements of several intersections. The first unit "Sustainability" is mandatory as a common set of contents across all sections.

	Money/ Power	Gender/ Identity	Space/ Place	Differences/ Similarities	Institutions/ Networks	Inclusion/ Exclusion
Sustain- ability						
Human Rights						
Peace & Conflict						

EXPLANATIONS

Based on the standard course template, an instructor could (for example) choose to create his or her own units that relate to “Peace & Conflict” for UNIV 2002 or “Culture/culture” for UNIV 2001 across a thematic field, such as themes courses on “Food Security,” “Indigeneity,” “Mass Media,” “Immigration,” or other areas suitable to the instructor’s areas of expertise or student needs. These would fulfill the same learning outcomes by meeting the confluence of unit and theme in each instance.

An instructor could also substitute a single work for another or several others in the non-mandatory units. For example, a novel such as Richard Van Camp’s *The Lesser Blessed* might fulfill most or all of the themes across the “Faith, Spirituality & Justice” unit or an exhibition or play could fill most cells at the confluence of the “Culture/culture” unit and the six themes. Likewise, an instructor could opt to teach Ursula Le Guin’s “The Ones Who Walk Away From Omelas” to emphasize Human Rights as well as its relation to sustainability.

Each unit has its own rationale:

Work: This unit builds from the discussions in UNIV 1002 “Introduction to Professional Life.” It emphasizes the differences among labour, identity, the professions, employment, and so forth. In brief, it encourages students to move from concepts of employment and work life in the previous course to understand work as a social behavior characterized by its relationship to status, power, group identity, & cultural attitudes, among other concepts.

Faith, Spirituality & Justice: This unit encourages students to recognize the diversity of connections among culture and spiritual or moral behaviours, beliefs, and practices. Placing Faith & Spirituality with Justice emphasizes the differences between cultural attitudes or culturally contingent expressions, as well as the concept of “intersectionality” in which faith or justice may mean different things or manifest differently based on the gender, location, status, institutions, and so forth around which they occur.

Culture/culture: The repetition of the term “culture” here emphasizes its plural meanings, in one moment referring to an identity, in another a set of practices, or later still a product or set of values ranging from the exceptional (or highly valued) to the quotidian or everyday. This plurality helps students to recognize where deeply held values may intersect with (or contradict) day-to-day life or habitual practices.

Sustainability: The United Nations Sustainable Development Goals gives the rationale for the broad scope of sustainability as a unit. It will range from concepts of financial to ecological sustainability, and particularly where both meet globalization as a cultural and economic reality. As part of the 2030 Agenda for Sustainable Development, these 17 goals give a long-range vision for the course:

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Human Rights: By reflecting on human rights across six thematic areas, students recognize the contingencies on which such rights are defined and universalized, where they conflict, and how they shape our understanding of the globalizing world.

Peace & Conflict: The unit integrates studies of conflict and war in relation to sustainability, global issues, and resource scarcity while also integrating Peace Studies as an important element of globalization. While this includes moral and ethical issues, both Peace and Conflict are also considered as global issues in relation to rights and sustainability.